

Unit Planning Guide: Grade 3 Unit 2 of 6

Unit Title: Visualizing & Verbalizing: Determining Point of View in Literary & Informational Text	Pacing (Duration of Unit): 5 weeks (Weeks 7-12)
Grade: 3	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

(Standards to be assessed continuously: weekly/daily in italics)

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3c Decode multi-syllable words.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (refer to Language standards for third grade).

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

WIDA for English Language Learners

- Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
- Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to

<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <p><i>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i></p> <p><i>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</i></p> <p>RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> Writers and illustrators use particular techniques to convey information clearly and keep readers interested. Historical narratives can be told from different points of view. There were Native American people living in the area we now call Massachusetts before the Pilgrims arrived. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> What is the relationship between “fiction” & “truth”? How are stories/myths/fables from other places and times about me? Why is writing history or a news article different from writing fiction? Why should we ask ourselves “whose story is it?” when we learn about the past?
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Characteristics of historical narratives of ordinary people and other ways of presenting the past
- Characteristics of informational text
- The story of the first peoples from multiple points of view
- What life was like in the 1600s in the place we now call Massachusetts

Key Academic Vocabulary

- multiple
- sequence of events
- historical narratives
- similarities
- differences
- evidence
- claim

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Gaining information from words & images in informational, literary texts and media (Remembering)
- Recounting a series of events, identifying the connections among them, and recognizing when a point of view is used (Understanding)
- Comparing similarities and differences in accounts of the same event (Analyzing)
- Using evidence to support their claims (Applying)
- Drafting, (Creating) revising, (Analyzing) and editing (Evaluated) their writing
- Producing writing in which the development and organization are appropriate to task and purpose (Creating)
- Identifying and knowing the meaning of the most common prefixes and derivational suffixes. (Remembering)
- Speaking in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Applying)
- Demonstrating command of the conventions of standard English grammar and usage when writing or speaking. (Applying)
- Forming and using regular and irregular verbs. (Applying)
- Forming and using the simple (e.g., I walked; I walk; I will walk) verb tenses. (Applying)
- Consulting reference materials, including beginning dictionaries, as needed to check and correct spellings. (Applying)
- Determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Applying & Analyzing)
- Using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (Applying & Analyzing)
- Recounting stories, including fables, folktales, and myths from diverse cultures. (Remembering)
- Determining the central message, lesson or moral of fables, folktales, and myths. (Evaluating)
- Explaining how the central message is conveyed through key details in the text. (Applying)
- Distinguishing their own point of view from that of the author, narrator or those of the characters. (Analyzing)
- Using information gained from illustrations (e.g., maps, photographs) and the

words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (Applying)

- Explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting). (Evaluating)
- Comparing and contrasting the most important points and key details presented in two texts on the same topic. (Analyzing)

